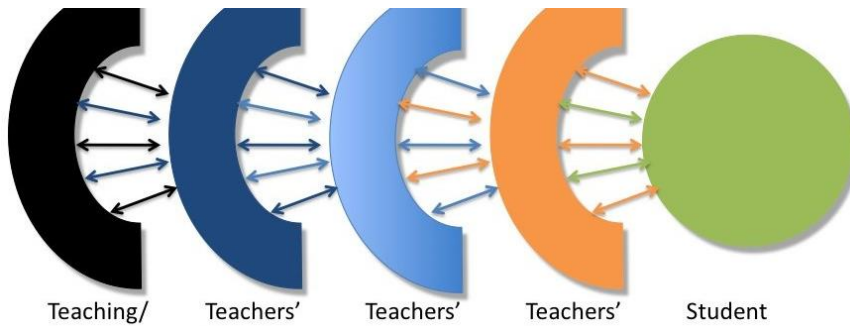




Monthly Special Education Director Call

Special Education Programs
February 15th, 2022

1



Effective Practices

2

High Leverage Practice (HLP) Highlight

HLP 15: Provide Scaffolded Supports

What? Scaffolded supports provide TEMPORARY assistance to students so they can successfully complete tasks they cannot yet do independently and with a high rate of success. (ex: training wheels)

- Planned in advance or on-the-spot
- Individual, small-group, or whole-group

Kinds of Scaffolding

- Verbal Supports –questioning, think-aloud, informative feedback
- Visual Supports – modeling of steps or completed task, picture cue cards
- Written Supports – steps to a process, anchor charts, checklist

3

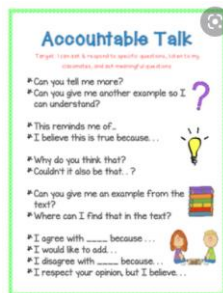
High Leverage Practice (HLP) Highlight

HLP 15: Provide Scaffolded Supports

How?

1. Select supports.
2. Explicitly teach students to use supports.
3. Monitor student use. Evaluate support effectiveness.
4. Gradually remove them when no longer needed.

Examples:



4



WANTED – Breakout Session Presenters for Day 1 (June 21st)

Submit your proposals here (<https://forms.gle/yYMX9pw1zs3YBRaR7>) by Friday, March 4th.

5



IEP Quality Website Tip of the Month

Criteria for Mastery: Objectives & Benchmarks

First, the Legal Stuff




- The Endrew F. decision in 2017 emphasized that “every child should have the chance to meet challenging objectives” (Endrew F., 2017, p.1000), and that routine progress monitoring of students’ goals and objectives is essential to providing FAPE.
- In constructing its decision, the Supreme Court considered the implications of a 2003 case (Rio Rancho Public Schools) that each student’s “annual goals and objectives must contain objective, measurable criteria which permit measurement of... progress.” (Rio Rancho Public Schools, 2003, p. 563)

Endrew F. v. Douglas County School District, 580 U. S. ____ (2017), 798 F.3d 1329 (10th Cir. 2015), 137 S. Ct. 988 (2017), 290 F. Supp. 3d 1175 (D. Colo. 2018).

Rio Rancho Public Schools, 40 IDELR 140 (SEA NM, 2003)




6



IEP Quality Website Tip of the Month

Criteria for Mastery: Objectives & Benchmarks



south dakota

DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

1. The conditions under which the behavior will occur
2. The desired behavior in a measurable, objective, observable way
3. The criterion for mastery that allows for appropriate measurement of progress

STEP 1:

Have a well-written annual goal

7



IEP Quality Website Tip of the Month

Criteria for Mastery: Objectives & Benchmarks



south dakota

DEPARTMENT OF EDUCATION

Learning. Leadership. Service.

1. Teaching skills sequentially
 1. By level – increasing complexity
 2. Across classes
 3. Removing prompts or accommodations
2. Teaching target skills in the domain
3. Teaching by expanding skills or settings*

STEP 2:

Think about your instruction

STEP 1:

Have a well-written annual goal

* Adapted from: Lignugaris/Kraft, B., Marchand-Martella, N. & Martella, R.(2001). Writing better goals and short-term objectives or benchmarks. *Teaching Exceptional Children*, 34(1), 52-58

8



IEP Quality Website Tip of the Month

Criteria for Mastery: Objectives & Benchmarks



1. The conditions under which the behavior will occur
2. The desired behavior in a measurable, objective, observable way
- ✗ 3. The criterion for mastery that allows for appropriate measurement of progress

STEP 3:

Write quality objectives tied to your instruction


STEP 2:

Think about your instruction

STEP 1:


Have a well-written annual goal

9



IEP Quality Website Tip of the Month

Criteria for Mastery: Objectives & Benchmarks



Criteria should enable you to measure, chart, and report student progress.

Possible criteria include:

- % Accuracy (*85-95% correct*)
- # of attempts / trials (*on 5 out of 5 attempts*)
- rate / speed (*15 times per hour; 80 words per minute*)
- fluency (speed and accuracy) (*140 words read correctly per minute*)
- time to respond / time limits (*within 10 seconds of the question being presented*)
- minimum # of appropriate responses (*a minimum of 3 times a day*)
- level of prompting (*full physical, verbal, with teacher assistance, independently*)
- duration (*for a minimum of 10 minutes, maintained for 10 school days*)
- quality ratings / scores on scales/rubrics (*a score of 4 for focus on the state assessment writing rubric*)
- number or words/paragraphs written (*3 paragraphs, 80 correct words sequences*)

10



Criteria for Mastery: Common Problems

1. Many objective/benchmark statement fail to include a criterion statement.
2. Statements are written in such a way as to indicate that if a student meets a criteria once, the goal has been met.
3. Criteria that are present are not well suited to the behavior being measured.
 1. Specifically, the default for criteria tends to be percentages even though percent correct is not always applicable to the goal behavior

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Information at: <https://sd.iepq.org>
<https://sd.iepq.org/help-topics-book/short-term-objectives-benchmarks>

Welcome, teacher [logout](#)

search the IEP-Q site: [go](#)

home | toolbox | student scenarios | resource library | myIEP-Q | sddoe | help

Home > Short-term Objectives / Benchmarks

Short-term Objectives / Benchmarks

Purpose of Objectives/Benchmarks

Objectives / benchmarks are the intermediate steps on the way to accomplishing the overall goal. They allow you to show progress even if the overall goal has not yet been met. They should directly relate to achieving the overall goal.

In South Dakota, Short-term objectives/benchmarks are only **required** for students who will be taking the alternate assessment. However, IEP teams are still encouraged to think about how skills will be taught in relation to progress toward meeting an annual goal for all students.

Parts of a Properly Written Objective

These MUST include (Gibb and Dyches, 2007^[1]):

1. The conditions under which the behavior will occur
2. The desired behavior in a measurable, objective, observable way
3. The criterion for mastery and (optional) expected date of completion

SDDOE Information

- SDDOE IEPQ tip slides video: Annual Goal Observable Measurable Behaviors
- SDDOE IEPQ tip slides video: Annual Goal Criteria for Mastery
- SDDOE IEPQ tip slides video: Annual Goal Conditions
- SDDOE IEPQ tip slides video: Breaking down goals into benchmarks/objectives

Email Jessica Ahlers
Jessica.Ahlers@state.sd.us
 for access to IEPQ.

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Annual Goals and Objectives

Requirement

(2) A statement of measurable annual goals, including academic and functional goals, designed to:

- (a) Meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general education curriculum; and
- (b) Meet each of the student's other educational needs that result from the student's disability;

For students with disabilities who take alternate assessments aligned to alternate achievement standards, each student's IEP shall provide a description of benchmarks or short-term objectives;

Annual Goals and Objectives Must (Including Related Services):

- Condition
- Behavior
- Performance
- Criteria
 - How well (accurately)
 - How often (consistently)
- Should be linked to the needs of student identified on the PLAAFP.
- Progress monitoring (collecting data)

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TRANSITION CHECKLIST #8 ADULT AGENCY INVOLVEMENT

- If a purpose of the IEP team meeting is the consideration of postsecondary goals and transition services for a student, and if the meeting is for a child with a disability beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, the notice also must:
- “Evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority. ”

15



Process for Inviting Outside Agency(ies)

This is the correct
steps for inviting an
outside agency to a
transition IEP.

1

District along with parent should discuss which outside agency may be beneficial in inviting to the IEP to discussion transition.

2

District will receive a written consent from the parent prior to sending out the meeting notice.

3

Once written consent is received, the district will send a meeting notice notifying the parent in writing that the agency or agencies will be attending the upcoming meeting.

4

IEP team will be held with the outside agency as long as the written consent is received, and parents informed on a meeting notice of the invite.

The agency invited is not required to attend the IEP meeting. Requirement is with written consent and provide notice of their invitation.

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What Happens If....



- A parent does not give consent?
- IEP team determines next year an agency will be invited?
- IEP team determines no outside agency to be invited at this time?

Parental Prior Written Notice

- Prior Written Notice allows the district to document IEP team decisions.
- If the above occurs, explain on the PPWN what occurred and why decisions were made.

17



18

Child Count Final Certification

Must be completed by your district superintendent by Friday February 18th

19

Summer School Data Entry Requirement

- On Friday Feb. 11, Office of Data Management sent notice regarding setting up Summer School calendar
- The purpose is to collect data on summer school being provided to meet ESSER federal reporting requirements.

20



Summer School Definition

- **Summer School Program Definition** - Programs that provide academic learning or enrichment opportunities for any length of time between the conclusion of a school year and the beginning of the next sequential school year serving students. Summer school programs help students meet state and local content standards in core academic subjects, such as English language arts, math, science, etc.; offer students a broad array of enrichment activities that can supplement grade-level academic programs; and offer other educational services such as social emotional learning supports.

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Extended School Year Services

ESY services: An individual entitlement for students with an IEP who have experienced a documented regression of skills during a break from instruction, who are in a critical stage of learning, or who, due to the nature or severity of their disability, require service beyond the normal school year. ESY services are provided outside the course of the normal school year and are designed for an individual student to maintain a skill in one or more goal areas of concern at no cost to the family.

- See Extended School Year
<https://doe.sd.gov/sped/IEP.aspx>

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.....

MAY THE
STUDENT'S ESY
SERVICES BE
PROVIDED IN A
SCHOOL'S
OPTIONAL
SUMMER SCHOOL
PROGRAM?

MAYBE....

The summer school setting could offer unique and appropriate opportunities for a student to enhance generalization of skills in a setting very similar to that of the regular school year, as well as provide frequent practice for maintenance of skills. –

However, ESY services must be tailored to the unique needs of the student and cannot be based solely on availability of services during the summer.

23



Reporting Summer School

- For the purposes of federal reporting for ESSER all students receiving summer school services meeting the definition provided on Feb. 11 should be enrolled in the district Summer School and entered in the Summer School Calendar.

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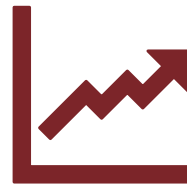


Reporting ESY Only

- There is no state or federal reporting requirement for ESY
- If the district wants to keep a roster of students receiving ESY services in Campus, an ESY calendar should be added in the Summer School.

25

Strategies to Increase Graduation Rates



26

ATTENDANCE

Chronic
Absenteeism

Truancy

Attendance matters at all grade levels

High absence rates are on the rise.

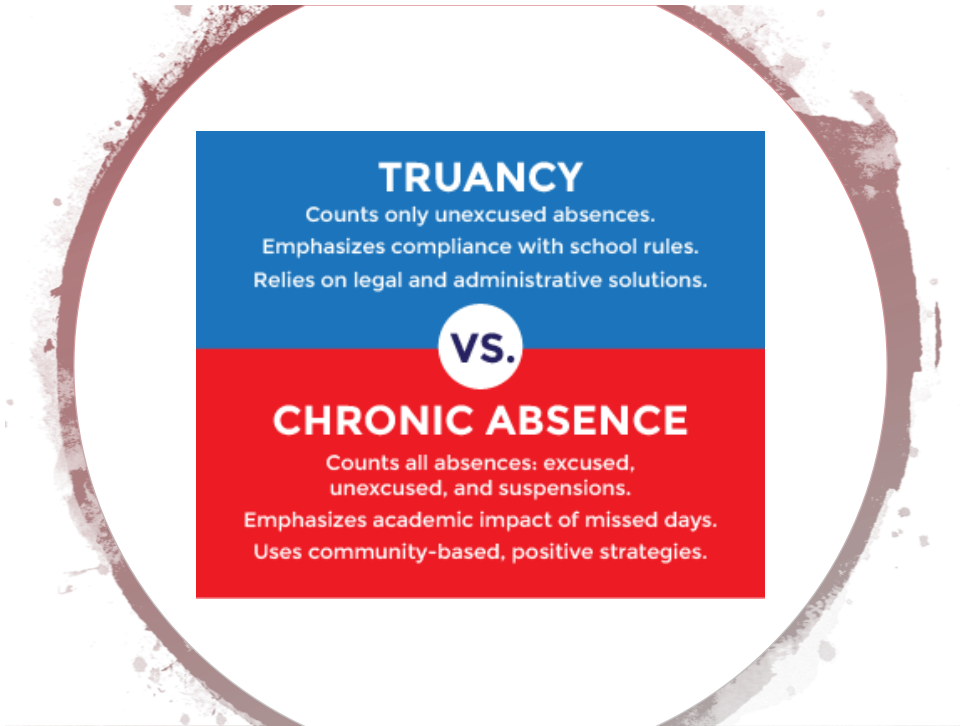
- ❖ Last year, high absence rates in South Dakota's K-12 schools nearly doubled.
- ❖ Missing just two days of school a month can negatively affect a student's grades
- ❖ Chronic truancy has been linked to higher rates of substance abuse, delinquency, suicidal thoughts, violence and incarceration

27

SDCL 13-27-16. Warnings by school boards to send children to school – Report to truancy officer.

Each school board shall warn noncompliant parents or persons in control of children of compulsory school age that the children must enter school and attend regularly, or enroll in a high school equivalency test preparation program in accordance with § 13-27-1, or comply with § 13-27-3, and shall report the parents or persons in control of the children to the truancy officer for the district if the warning is not heeded. All school board members, superintendents, and teachers shall cooperate in the enforcement of the school attendance laws

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29



children having chronic absenteeism in kindergarten and first grade have often fallen behind their peers in reading



chronic absenteeism is a warning the child is headed down a path resulting in the child dropping out of school



chronic absenteeism is a better predictor than test scores a student will not receive a high school diploma

ATTENDANCE MATTERS

30

Foundational Schoolwide Strategies



FOUNDATIONAL STRATEGIES schoolwide practices which targeted to prevent student absenteeism through the establishment of a strong school community, establishing effective communication, and the fostering of relationship growth

Strategies targeted at increasing student attendance and preventing absenteeism before achievement is impacted.

Strategies targeted at removing barriers to attendance for those students who are at a greater risk of chronic absenteeism. These student typically miss 10% or more of the school year.

Strategies to provide access to intensive support to families and students missing the most school. Involvement of outside agencies such as health, housing and social services, etc. These student typically miss 20% or more of the school year.

GOAL

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- Access to SD STARS: Only Special Education Directors and Administrators have access to the individualized district data in SD STARS
- It is recommended you pull the reports and analyze with your early childhood team to determine:
 - If all students that should have been included were included
 - Determine the students who were not included in the report that should have been and why, for example:
 - Program notes incomplete or inaccurate
 - Incomplete evaluation results
 - Student is missing in database
 - Are your results where you want them or is there room for improvement?
 - Is there a data quality issue?
 - Are students receiving services in the LRE that is allowing them to progress?

**Indicator 7
Data Reports
Available in
SD STARS**

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Indicator 7 Data SD STARS Report Names

1. Child Outcomes Summary

- Overall summary of how many students fell in each category based on BDI entry and exit scores

2. Indicator 7 - Social Emotional Skills

3. Indicator 7 – Acquiring Knowledge and Skills

4. Indicator 7 – Use of Appropriate Behaviors

5. Children with No Assignments

- List of students who were not included
- Missing or incorrect program note
- Missing evaluation data
- Student name or DOB incorrect or doesn't match Infinite Campus

6. Part B Indicator 7 Child list

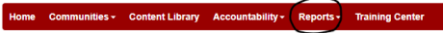
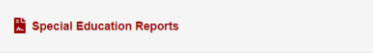
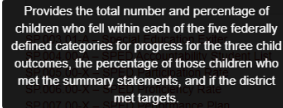
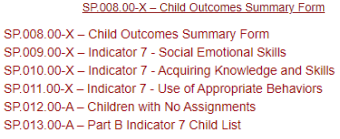
- Includes a list of all students included in the data set

Accessing the data on the next slide.



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How to Access South Dakota Stars

1. Log-in to SD STARS → <https://doestars.sd.gov/Login.aspx>
2. Select "Reports" (State Reports) → 
3. Scroll down to Special Education Reports → 
4. Hover over the report title for an explanation → 
5. Select one of the reports to analyze → 
6. Please email debra.willert@state.sd.us or call 773-2594 if there are questions or clarification is needed.

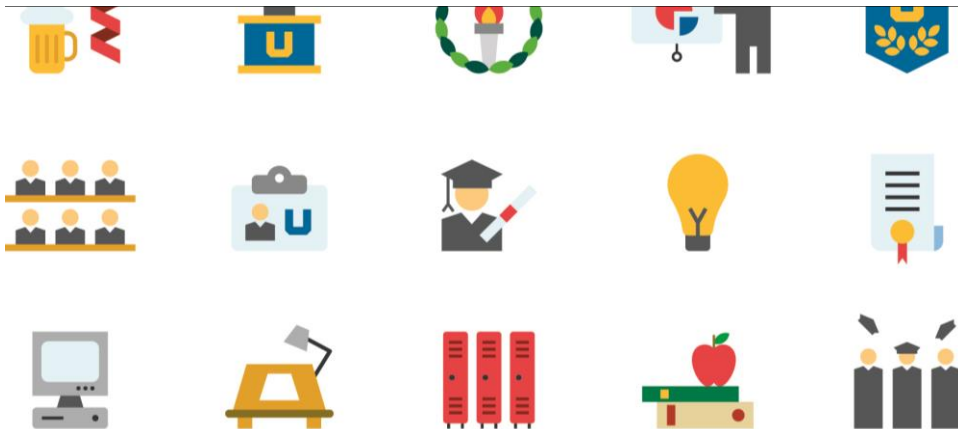
Instructions: <https://www.smcore.com/6sevi>
Find district account managers:
<https://doe.sd.gov/ofm/edudir.aspx>

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Sample District Child Outcomes Summary Form

	Positive Social-		Acquiring and Using		Use of Appropriate	
	# of Children	% of Children	# of Children	% of Children	# of Children	% of Children
a - Children who did not improve functioning	0	0.00%	0	0.00%	0	0.00%
b - Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	0	0.00%	1	33.33%	0	0.00%
c - Children who improved functioning to a level nearer to same-aged peers but did not reach it	0	0.00%	0	0.00%	1	33.33%
d - Children who improved functioning to reach a level comparable to same-aged peers	1	33.33%	0	0.00%	0	0.00%
e - Children who maintained functioning at a level comparable to same-aged peers	2	66.67%	2	66.67%	2	66.67%
Total	3	100.00%	3	100.00%	3	100.00%
Summary Statements:						
<i>NA means not accountable for the summary statement</i>						
1. Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited.	100.00%		0.00%		100.00%	
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.	100.00%		66.67%		66.67%	
Target Summary Statement 1	67.11%		56.71%		58.35%	
Target Summary Statement 2	71.79%		51.89%		66.13%	
Met Summary Statement 1?	Yes		No		Yes	
Summary statement 1 calculation: $(c+d)/(a+b+c+d)$						
Met Summary Statement 2?	Yes		Yes		Yes	
Summary statement 2 calculation: $(d+e)/(a+b+c+d+e)$						
In this model, at age-level is defined as the 10th percentile score.						

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Miscellaneous

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Personnel Record Form (PRF)

1. The PRF is now open for changes. All changes need to occur prior to the 2nd Friday in June (June 10, 2022).
2. Information for the PRF can be found at: <https://doe.sd.gov/prf/>
3. Staffing information can be found at: <https://doe.sd.gov/prf/staffing.aspx>
4. Paraprofessional information can be at: <https://doe.sd.gov/prf/parapro.aspx>
5. A few reminders:
 - If there has been a change in SPED staffing (paras) such as leaving the district do not delete the para from the PRF. This will be completed next fall.
 - Instead adjust the time the para worked in the district by changing the full-time equivalency (FTE). For example:
 - If a para was employed during the first part of the school year and then left employment the district will need to adjust the FTE to the time the para worked at the school. Adjust the FTE to reflect they are no longer a full-time employee (days worked/total contract days) such as .5 FTE.



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Next Sped Director Call

No Call in March

SPED Conference

SPED Director calls are recorded and posted at:

<https://doe.sd.gov/sped/directors.aspx>

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